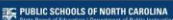


64TH CONFERENCE ON EXCEPTIONAL CHILDREN

WORKING TOGETHER
TO ACHIEVE STUDENT SUCCESS


Professional Learning
Communities

Charlotte-Mecklenburg Schools
Kimberly Bostick, Barbara Putnam, Carly Kidder & Ann Jolly



PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

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Research

- The following data was used to identify targeted focus for further exploration.
 - Principal survey results
 - Principal interviews conducted during Inclusive Practices 2.0 visits
 - ERS Next Generation of Exceptional Children



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Rationale

Build teacher leader capacity through district-wide professional learning communities (PLCs).



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Process of District-Wide Professional Learning Communities

- Completed teacher application process
- Developed group norms, SMART Goals, and Action Plans
- Conducted action research
- Facilitated book study discussion
- District Facilitator with varying levels participation

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Process of District-Wide Professional Learning Communities

Year 1

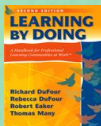
- Review literature and data; Study topic
- Develop SMART goal and action plan

Year 2


- Action Research: collect data, make revisions
- Create final product

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Learning by Doing: A Handbook for Professional Learning Communities at Work



Build a knowledge base for creating group norms, SMART goals and Action Plans from guidelines presented in *Learning by Doing*.

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Action Research

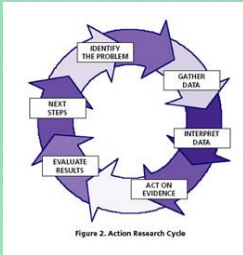



Figure 2. Action Research Cycle

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PLC WikiSpace




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Areas of Focus

- Collaborative Planning to Differentiate Instruction
- Reading at the Secondary Level
- Instructional Intensity in a Co-taught Classroom
- Consultative Strategies to Differentiate Instruction
- Common Core and Students with Disabilities
- Strategies for K-2 Success
- Using Assistive Technology and Universal Design for Learning (UDL)
- Multi-Tiered Systems of Support and School-Based Speech Language Pathology

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Experience of the EC Teachers




Cohort 1: 2011-2013

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Highlighted Topic: *Collaborative Planning to Differentiate Instruction*


- Research tools and methods to improve planning to increase student outcomes
- Determine methods for equitable participation
- Review protocols, agendas to incorporate differentiation and specially designed instruction

SMART Goal: During the 2012-2013 school year, stakeholders from the pilot school will use resources from the collaborative planning toolkit in order to improve collaborative planning based on monthly survey results and toolkit usage.

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Process → Product

- Created resource toolkit
- Selected elementary school and focused on one team
- Conducted observations and follow-up webinars
- Adapted toolkit

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Benefits from this Project

- Foster relationships
- Efficient use of technology
- Better understand challenges of grade level planning
- Collaboration
- Increased understanding of planning for individual students

Cohort 2: 2012-2014

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Highlighted Topic: *UDL: Improving Student Outcomes*

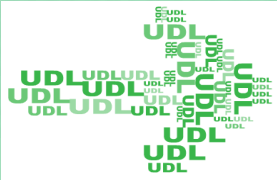
- Explore how to incorporate UDL into daily lesson planning
- Determine a practical way for teachers to implement UDL strategies for:
 - Multiple means of representation
 - Multiple means of action and expression
 - Multiple means of engagement

SMART Goal: Given a supported lesson plan template, teachers will incorporate into their instruction UDL Strategies resulting in an increase of student learning indicated by an 80% mastery or by a 30% increase of unit assessment scores.

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Process → Product

UDL: Lesson Plan Template



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Benefits of the Process

- Increased understanding of data collection
- Awareness of planning for barriers
- Collaboration with diverse groups
- Useful tools for teachers

Application



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World Café


- Are there areas in your district that you need teacher input?
- Is there a new idea that you want to try with a small group of teachers and/or students?
- Is there an area that needs improvement?
- Is there a future challenge that is coming that you need to be proactive?
- How could the selection process be improved or modified for your district?



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Resources

- **Instructional Intensity in a Co-Taught Classroom:** *Co-Teach* by Dr. Marilyn Friend
- **Consultative Strategies to Differentiate Instruction:** *Fair Isn't Always Equal* by Rick Wormell, *Differentiation* by Rick Wormell
- **Collaborative Planning to Differentiate Instruction:** *Differentiation* by Rick Wormell, *Differentiating Textbooks* by Char Forsten
- **Reading at the Secondary Level:** *When Kids Can't Read* by Kyleen Beers, *Teaching Reading in Middle School* by Laura Robb
- **Common Core and Students with Disabilities:** *The Core Six: Essential Strategies for Achieving Excellence with the Common Core* by Harvey Silver
- **Strategies for K-2 Success:** *Overcoming Dyslexia* by Sally Shaywitz
- **Using Assistive Technology and Universal Design for Learning:** *Universal Design for Learning and the Classroom* by Hall, Meyer, and Rose

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